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| **Area of additional need** | **Receptive communication &**  **Reading** | **Negative and hostile reactions**  **Misread social cues** | **Restricted interests or repetitive behaviour** | **Executive functioning**  **&**  **Organisational skills** | **Anxiety**  **&**  **Self esteem** | **Motor coordination** |
| **Characteristic** | Finds difficulty processing instructions of more than one step  Significant problems decoding large amounts of text.  Very slow to complete reading tasks and forgets what has just been read as not reading fluently at age level  Dislikes reading task | Argues with adults  Refusal to follow directions  Misreads other’s intentions or feelings  Reads negativity where there is none.  Aggressive – loud, demanding, swears at peers  Inattentive – unable to concentrate on task / instructions  Challenges authority  Dislikes school | Needs to complete a task before moving on – will shout and throw things if stopped before finished. Obsessional interest | Difficulty copying from the board and remembering instructions  Often without equipment  Late to lessons  Poor sense of time  Homework late / not done .  Disorganised  Often fails to have right equipment  Impulsive  Easily distracted | Physical signs of distress when expected to speak in front of class  Avoidance of assessment tasks / activities which make them ‘centre of attention’  Negative self-talk  Avoids difficult or challenging tasks  Avoids working in groups  Few friends or limited social network | Attending about 75% of time – regularly misses sport and practical activities  Clumsy  Difficulty writing and using a laptop  Perfectionist  Unusual gate  Has difficulty holding a pencil correctly  Sits awkwardly |
| **Impact** |  |  |  |  |  |  |
| **Strategy**  **Individual Targeted Universal** |  |  |  |  |  |  |
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